



Behaviour Policy

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Core Principles

The academy has a moral and statutory duty to ensure all members of the St. Mary's community feel safe and valued. Our policy is aimed at making school a caring place, underpinned by its Christian Values, in which all of God's children flourish. It has been written acknowledging that as children move through their academic career towards becoming young adults, children need to have increased responsibility for their own behaviour and maintain good self-discipline. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline through reflection, compassion and forgiveness. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners

We aim to

- To model the Christian values of friendship, forgiveness, service and compassion so that children can apply these in their own learning and experiences.
- To ensure pupils are confident, self-assured learners and their excellent attitudes to learning have a strong impact on their progress and their achievements.
- To ensure a consistent whole school approach, ensuring that all members of the school community work together to provide a secure, safe and enjoyable learning environment in which all children flourish and are proud of their school.
- To help children to value and respect others and themselves, developing an atmosphere where all children take responsibility for their own actions by promoting self-discipline and good citizenship.
- To model what is meant by outstanding behaviour, recognising and praising positive choices.
- To ensure that parents are informed and engaged which is integral to achieving the very best outcomes.
- To ensure all members work hard to prevent all forms of bullying.

We believe that

- High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.
- All children have the right to learn and play in a safe and respectful environment, free from disruption.
- All staff are responsible for modelling the values, behaviours and systems underpinning this policy.
- Parents are an equal member of the St. Mary's community and have a responsibility to ensure their children are ready for learning each day.
- All children experience an environment in which everyone flourishes.
- All members of the academy have the right to be free from any form of anti-social behaviour, bullying or prejudice.
- Any pupil with a diagnosis of ADHD or another disability which can affect behaviour, must have appropriate and reasonable adjustments made to their provision and procedures in the classroom to meet their needs. If, despite their provision, behaviour is still unacceptable then the policy will be applied in the same way.
- Consistency is fundamental to the success of this policy.

What the academy will do

All members of the school community, including teaching and non-teaching staff, parents, pupils and governors will:

- Rigorously implement a consistent system of behaviour support, which is well communicated to all stakeholders.
- Ensure that all staff have appropriate CPD and capacity to implement this policy.
- Provide a visible presence of senior leaders to ensure support and cpd is available throughout the working day.
- Positively reinforce behavioural standards and attitudes which develops self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.
- Treat all children and adults as individuals and respecting their rights, values and beliefs.
- Build good relationships and a sense of belonging to the school community.
- Reject all bullying or harassment in any form.
- Work as a team, supporting and encouraging each other.
- Make reasonable adjustments for pupils with ADHD, Behavioural, Emotional and/or Social difficulties or another disability that impacts on behaviour.

Consistency is fundamental to success (see appendix 3)

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly consistent approach comes in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour information and assess the impact of the behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their phase and the site, particularly at times of mass movement, where practical and possible.

We expect all staff to:

- Welcome children to the classroom.
- Refer to being 'Ready, Respectful and Safe' in all dialogues regarding conduct.
- Model positive behaviours and build relationships with children and parents.
- Plan lessons that engage, motivate, challenge and meet the needs of all learners.
- Praise frequently all children and recognise those who continually do the right thing.
- Use the recognition board throughout every lesson, promoting core values and learning behaviours.
- Be calm and give 'take up time' when going through the steps seeking to prevent before.
- Sanctions are applied (see appendix 5).
- Follow up every time, communicate and record incidences in line with policy (appendix 6).
- Never ignore or walk past learners who are behaving badly.

We expect all parents to ensure that:

- Their child attends every day unless in exceptional circumstances when they will contact the academy.
- Their child arrives on time to school every day with the necessary equipment and clothing.
- Their child is in the correct uniform. Stud earrings are permitted if required.
- Their child is ready for learning by having sufficient sleep and a good breakfast.
- Their child has completed their home reading with a record of this in their journal.
- The Academy is informed promptly of any reason that their child may not be ready for learning so that support can be put in place.
- Parents work collaboratively with school to reinforce behaviour expectations at home.

School Charter

The school charter is regularly reviewed by all pupils and through the student council and Governing body. This ensures they are relevant and having the desired impact. The school charter reflects the core principles of the school. These are displayed in the corridors, classrooms and in the playground.

Children are taught to see this as a source of help to everyone and themselves.

The class teacher and children frequently discuss ways to improve their learning environment and set weekly targets for their class. These are displayed on the recognition board, along with the charter. Teachers will refer to the school charter throughout the day and when managing any conduct which is less than good.

Children are taught to interact with each other through free play. It is an opportunity to develop the social skills of friendship and communication, as well as the skills to manage difficult situations that may arise unexpectedly. Rights and responsibilities on the playground are reflected through the school charter which is also displayed outside.

As a member of our school family, I will ...
Be ready to try my best.
Be safe with my words and actions.
Be respectful to everyone and my school.
To help others when I can.
To forgive others and myself if things go wrong.
Wear my uniform with pride.
Thank God for all I have...

Recognition and Intervention

Good discipline is an important means of achieving the Academy's core principles. Through a system of consistently applied recognition and consequence, children will build up a sense of personal and collective responsibility and learn how to improve their conduct towards each other. Applying the learning from the Prodigal Son, we recognise some children need more than others to modify behaviours but equally must recognise those who always do the right thing. The academy reward system is based on consistency routed in kindness with the same response and same boundaries applied by all staff. Rewards and praise must be meaningful and appropriate to the effort put in by the child so that expectations and authenticity of any reward are maintained.

Our policy aims to routinely advertise the behaviour we wish to see, which is supported by our recognition board with pupils recognising the good behaviours of their peers. This is a tool used to help build responsible, self-confident and conscientious children.

Rewards for good behaviour:

- Verbal praise and recognition by the class teacher.
- Stickers or other class based initiatives agreed by the PL.
- Additional break time.
- Name on the Recognition Board and / or the Ethic of Excellence.
- Postcards home.
- Positive phone calls home.
- Certificates in assembly.
- Time with senior leaders and the Principal – e.g. hot chocolate Friday.

Recognition for going above and beyond can be given for both conduct and academic successes including:

- Consistently choosing to do the right thing.
- Exceptional progress as a result of increased effort, home learning or classwork and friendships.
- Perseverance and the development of other behaviour for learning skills.
- Consistently playing well, sharing and helping.
- Modelling the Christian values in and outside of school.
- Consistently good behaviour.
- Going above and beyond and seeking more responsibility.

The Academy Reward System

Children in the school are divided into blue house, yellow house, red house or green house.

The recognition board celebrates effective learning and conduct behaviours and the Christian values of friendship, service, forgiveness and compassion. Children earn tokens to mark their achievements. There is a trophy for the winning house each term, alongside an extra reward. We seek to promote intrinsic reward for good conduct, attendance and achievement. To encourage this, pupils move their names onto the Ethic of Excellence themselves, which promotes outstanding work and behaviour.

Application:

Name on recognition board = 1 token

Ethic of excellence = 10 tokens and a sticker for their Excellence card. After 6 stickers they get an award. Each pupil is working towards filling their bronze, silver and gold Ethic of Excellence certificate which is celebrated in assembly. There are additional awards for this success.

Modelling the school's Christian values in any aspect of school life = 1 token.

Consequences for poor conduct

At St. Mary's, we believe that a child exhibiting poor behaviour requires the parents and school to work together, providing consistent messages to the child in order for them to make good choices regarding how they behave. All staff will attempt to avoid confrontation and will defuse the situation by talking to pupils in a calm but fair manner. Emotionally led responses to behaviour are resisted. In cases of misbehaviour, staff will make it explicitly clear that it is the child's behaviour that s/he does not like and that they respect the child as a person and the following consequences are applied:

- Class teacher **redirects child's choices** and offers an opportunity to change the behaviour.
- Use of **recognition board** for reflection and behaviour change.
- Time outside of the class to cool off and re-connect with expected behaviours.
- Regular communication with parents.
- **Intervention** in the Den to connect with being Safe, Ready and Respectful.
- **Complete missed work during break time** with the class teacher/TA.
- **Internal exclusion.**
- **Missing break/lunch times if appropriate** (detention for poor lunchtime conduct).
- Report card for conduct set by PL and CT (use of detention if targets not met).
- Alternative provision at break/lunch times.
- A reduced timetable at the academy.
- Fixed or permanent exclusion (see below).

The Den

This is a safe place for pupils to go when they cannot manage their behaviour in a safe way or who are significantly disrupting the learning of others. In line with our Christian value of compassion, the room offers a calm and quiet environment for children to reflect and take responsibility for the choices that they have made so that they can make positive choices to repair the damage/disruption caused and seek to make better choices moving forwards. This is skilfully supported by the member of the pastoral team, using a restorative approach and focussing on being Safe, Ready and Respectful. Once the pupil has had the chance to reflect and is ready for learning, they go back to class. Staff must offer a fresh start, demonstrating our Christian value of forgiveness. Failure to reconnect will lead to an internal exclusion. This provision will be monitored by the SLT and delegated to the pastoral team.

The Hub

This is a small and targeted support provision for children who are at high risk of permanent exclusion. We recognise the limitation of this policy on children whose behaviour and emotional regulation presents a significant and sustained negative impact on the welfare and learning of other pupils in the school.

We also recognise that the normal management strategies are ineffective for these children including exclusion. For this reason and knowing that the provision locally is not effective for permanently excluded children, we have established this provision.

All children attending will have specialist teacher involvement and should be working on or to an EHCP plan. We recognise that LA policy may impact on this.

Children can only attend this provision should parents' consent to this and all provision has been evaluated by the SENCO and SLT.

If behaviour in this provision becomes unmanageable, despite the specialist curriculum the children follow and unsafe, there will be an authorised compassionate leave of absence. Fixed term and permanent exclusions will still apply where behaviour is dangerous and persistently present a risk to others.

Individual Behaviour Management Plan (IBMP) and Additional Support

(Appendix 1 – Risk Assessment and Individual Behaviour Management Plan)

If poor behaviour persists, an Individual Behaviour Management Plan (IBMP) will be developed which details the concerns related to a child's behaviour, together with targets for the child to work towards. This includes a risk assessment. An IBMP needs input from the school, the parents and the child. Targets and progress will be reviewed regularly and if improvements are not seen, then additional support from outside agencies will be sought. This plan will be developed with the class teacher, phase leader, together with the parents and the child and with additional input from the SENCO.

Children with continuing difficulties will be engaged in specific interventions to improve relationships; help them to overcome problems and deal with emotions in a non-threatening and non-aggressive manner. In some cases, we may seek support from specialist services and class teachers will be supported by their phase leader and the SENCO. If there are still concerns surrounding the child's behaviour, the SENCO will take the child to a LIFT (Local Inclusion Forum Team) meeting and engage the support of the Specialist Teaching Services for behaviour. Where necessary, children will be given extra support during vulnerable times of the day, such as lunchtimes and play times with additional supervision. Any incidents recorded will be shared with the parent at the end of the school day.

Pastoral Support Programmes and additional support

(Appendix 2 – Pastoral Support Programme)

If a child is at risk of an exclusion or is on a reduced timetable, a pastoral support plan (PSP) will be developed which details support in place at home, school and includes information from external agencies. Review meetings are held regularly and targets/support are evaluated regularly.

Positive Handling

When a child is at risk of hurting themselves, others or seriously damaging property then the positive handling may be an appropriate strategy. Team Teach or similar de-escalation strategies should always be applied and the positive handling form completed by the adults involved after any incident. This should be signed by the phase leader and recorded in the behaviour file. See separate policy for positive handling.

If a child has had an incident requiring positive handling, they should be given appropriate time to calm down and discuss their actions. It may be necessary to keep them out of class for a longer period of time.

Exclusions

St. Mary's will only use fixed term exclusions as a last resort where other sanctions and supports have proven unsuccessful or where a 'one off' incident warrants such actions. Where a child's behaviour or conduct indicates that s/he is in danger of exclusion, the parents/carers will be informed and an individual behaviour management plan (IBMP) put in place involving the academy and home in trying to prevent such a severe outcome.

The length of an exclusion will usually be one or two days on the first occasion, although for repeated or the most serious incidents such as premeditated violence, the exclusion may be for a longer period. Our behaviour policy is underpinned by our Christian Values. Children are taught the importance of forgiveness. We endeavour to support individual needs so that pupils are successful at St. Mary's and are equipped with the skills and values needed throughout their education and in the wider world.

To meet government requirements, if a child is excluded for more than 5 days, a meeting of the Governors' Disciplinary Committee will be held to discuss the matter with an LEA representative and the child's parents/carers. The outcome of this meeting will be a Pastoral Support Plan to assist the child. This will be shared with all staff working with the child to ensure they can meet their targets successfully.

For any period of exclusion, the child will be provided with work that they will do whilst away from the Academy and which they will return for marking on their return. At the end of the period of exclusion, the parent/carer and child will have a reintegration meeting with the Principal or a member of the Senior Leadership Team, where the Individual Behaviour Management Plan will be reviewed and new targets set. Expectations will also be re-established and agreed. A Pastoral Support Plan will be initiated if a part time timetable is required. An agreed timetable of reporting to parents will be set up.

Types of incidences which may lead to a fixed term exclusion:

- Pre-meditated serious violence towards others.
- Frequent incidents of less serious violence towards others.
- Frequent and serious disruption of lessons and other Academy events.
- Frequent and serious acts of rudeness to others.
- Frequent and serious acts likely to endanger themselves or others.
- Bullying which includes physical, verbal or cyber bullying.
- Theft.
- Use of illegal substances.

In very rare circumstances, the Academy may take the action to permanently exclude a child where their conduct continues to pose a serious and continuous threat to the safety of themselves and others and where all strategies available to the Academy have been exhausted or become ineffective. In such an event, the Principal will advise the parent/carer on how to appeal the decision and of the role of the Governing Body and LEA in drawing up the most suitable future provision for the child. During this time however, the Academy will continue to support the parent/carer and child while the child is at home.

The decision to fix term or permanently exclude children in care or under the supervision of social services is not taken lightly as the Academy recognises the vulnerable circumstances of these children and the level of impact this may have on their future should they leave the academy.

Recording and Monitoring

In light of the policy, the senior leadership team will continually monitor the behaviour throughout the school. Class teachers and teaching assistants are required to record low level incidences in a behaviour book which may evidence bullying or incidences which may lead to evidencing underlying issue.

Behaviour incidences and internal exclusions are recorded centrally on to SIMS and shared with phase leaders within 24 hours of occurring so that actions can be implemented quickly. This will allow SLT to regularly review any patterns of behaviour, such as a range of factors that may be influencing the behaviours, such as subject or time of day and use in discussion with the child and/or their parents. For children with persistent behaviour, a chronology will be kept and can also be used to inform discussions with parents and outside agencies. The incidents are analysed termly to determine the number issued and the reasons, together with vulnerable groups, gender etc. Actions based on this analysis will then be determined. This allows us to be reflective of our practice, make changes to and ensure the best provision is in place for all pupils.

Pastoral Support Plan

Name:			D.O.B			
Current review date:			Key Staff:			
LAC:	CP:	CIN:	TAF:			
External Agencies:						
Early Help	EWO	STS	CAMHS	Paed.	Ed. Psych.	SS
Positive Attributes (strengths):						
Information on Behaviour:						
Targets:						
Current Support in school:						
Current Support at home:						
How will progress be recorded in school?			How will progress be recorded at home?			
How often will the programme be monitored?			Who will monitor?			
Parent:			Pupil:			
Inclusion			Others:			

Appendix 3 - Consistency in practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, good lessons, expectations promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from the adults: Even in the face of disrespectful learners.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.